



Aspley State School

2025 Term 4 Parent Term Overview: Year 2

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these. Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Students engage in shared and independent writing to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.	<p>Reading, Viewing and Comprehending Imaginative Texts Students read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text</p> <p>Writing and Creating Imaginative Texts Students create a written story using a known character</p>
Mathematics	<p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> continue to build fluency for understanding using addition, subtraction and multiplication facts extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning recognise types of patterns in different contexts such as increasing and decreasing additively by a constant amount and identifying missing elements in the pattern compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations develop a sense of equivalence, chance and variability when they engage in play-based and practical activities. 	<p>Number and Algebra Students partition, rename, and regroup two- and three-digit numbers; order and represent numbers to at least 1000; describe and continue additive patterns, including identifying missing elements; and recall and apply addition, subtraction, and multiplication facts for twos.</p>
Science	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources.	
Humanities and Social Sciences (HASS)	<p>How are people connected to their place and other places? In this unit, students:</p> <ul style="list-style-type: none"> Draw on representations of the world as geographical divisions and the location of Australia Recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility Represent connections between places by constructing maps and using symbols Examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places Respond with ideas about why significant places should be preserved and how people can act to preserve them. 	
Health and Physical Education (HPE)	<p>Health: Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>Physical Education: Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.</p>	
Languages: Japanese	Choose your own Adventure: students use language to present a story using the text features of traditional stories.	
Technologies: Digital Technology	Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.	
The Arts: Music	Students explore a range of songs, rhymes and chants as stimulus for music making and responding, developing aural skills, using elements of music, creating compositions and performing music to communicate ideas.	